

Making Core Practices Come Alive: Part 1
Greta Lundgaard gretafromtexas@gmail.com
www.toolsfromtexas.wikispaces.com

<input type="checkbox"/> Use the TL as vehicle of Instruction <input type="checkbox"/> Design and carry out Interpersonal tasks <input type="checkbox"/> Backward Design with functional goals & objectives	<input type="checkbox"/> Teach grammar as a concept & use in context <input type="checkbox"/> Design & carry out interactive interpretive tasks <input type="checkbox"/> Provide appropriate feedback
Teaching for Learning: Making Interpretive Tasks Interactive	
Which Guiding Question addresses your goal?	
The Interpretive Process	
Before Reading & Listening What is the teacher's job before reading or listening?	
During Reading & Listening What is the teacher's job during reading & listening?	
After Reading & Listening What is the teacher's job after reading & listening?	
In Conclusion . . . Reflection:	

Additional Pre- Reading/Listening Strategies

Activating Schema

- Questions to Ask:
- Questions with multiple interpretations
- General "life" questions
- Questions that can be answered with a story from a student's life experiences
- Questions without right or wrong answers
- Questions that make students think of something they haven't thought of before

What I Already Know

- Distribute copies of the text to students.
- Have them skim the text and highlight words that they know, focusing on words only.
- Have students review the highlighted words and work individually or in small groups to make a prediction about the text

K-W-G-L Chart

- What I Know, what I Want to learn, where do I Go for answers, what I Learned.
- Comprehension is linking the unknown to the known—it is not about distinct columns
- Based on TOPIC or THEME

Group Prediction

- Draw or find 5-6 pictures that illustrate the plot line of the story.
- Number or letter the pictures individually.
- Divide the class into groups and prepare packets of pictures for each group.
- Give each group 3 minutes to predict the story and then sequence the pictures to match their prediction.

Anticipation Guide

- Develop 3-5 statements based on the themes of the text.
- Ask students to decide if they agree or disagree with the statements.
- Using the statements, students should make predictions about the text.
- After reading, have students re-visit the statements to see if their opinions changed.

Probable Passage

- Choose several key words and present them to students.
- Have students assign each of the words a category such as "characters," "setting," etc.
- From the placement of the words, have students write a prediction statement of what the selection might be about.

Additional During Reading/Listening Strategies

Double Entry Journal

- Label the left side of a T-chart "In the text" and the right side "In my mind."
- As students process, have them record on the left side an important passage or sentence from the text. On the right, have them make a comment about the passage.
- Stop occasionally during reading of listening to discuss and compare journals.

Additional Say Something Stems

Prediction	Comment	Clarify	Connect
<ul style="list-style-type: none"> • I predict that • I think that • I wonder if • In my opinion 	<ul style="list-style-type: none"> • This is good because • This is hard because • This is confusing because • My favorite part is • I like 	<ul style="list-style-type: none"> • I agree with you • Does this mean • Now I understand • At first I thought, but now 	<ul style="list-style-type: none"> • This reminds me of • This part is like • This is different because • I also • I never

Paired Reading/Listening

- Divide the text into sections and provide the class with a "schedule." Indicate places for students to stop and ask each other questions, and assign the level of question required each time.
- Have students in pairs begin reading/listening according to plan, stopping as scheduled and asking questions of each other.
- Meet together as a whole class to share the comments made at the stopping points.

Graphic Organizers

Use the text to create a visual graphic analyzing the plot, setting, characters, etc.
Examples include:

- T-charts
- Venn Diagrams
- Timelines
- Tables
- Graphs

Roll the dice to discuss!

- Set up six different prompts, numbered 1-6 on the board
- Hand each group a die to throw.
- During small group reading, pause the class and have each group throw their die.
- The number that they land on, they must respond to the prompt given.
- The teacher signals when to begin reading again. *Discussion is preferably in the target language.

Additional After Reading/Listening Strategies

Scales

- Scales can be used to help students make comparisons, recognize contrasts, draw conclusions, and distinguish between fact and opinion.
- Defend based on evidence from the text, personal experience or outside knowledge
- Could be First Steps in processing whole language meaning
- Likert Scales – agree to disagree in steps
- Semantic Differential Scales – character traits

Make Connections

Twitter Tweet

Name: _____

Text: _____

Chapter/section: _____



If you were to summarize this chapter or section in a tweet, what would you write? Maximum length of a "tweet" on Twitter is 140 characters.

Key Word Recall

- You (or Students!) select 15 words from the text—you may wish to use just nouns, verb, or adjectives, or an assortment of all three.
- Have students work individually or in pairs to come up with a 3-4 sentence summary of the text that includes all of those words.
- Practices Paraphrasing, Restatement, Transfer, Inference

Most Important Word

- After reading or listening to a text, ask each student (or pairs) to identify most important word.
- Students must indicate in text where word is used and explain why they made their choice.
- Use form to scaffold responses.
- Encourages students to reflect, evaluate, support reasoning, make inferences

Key Word Recall, Variation

- Have students work individually or in small groups to select the 15 most important words from the text
- Allow students to share their word with the class while you record them on the board or projector.
- As a whole class, discuss and defend choices until only 15 words are decided upon as the most important.

Text Recycling

- Text Reformulation—a form of Paraphrase
- Students transform a text into another type of text (Fortunately/Unfortunately; If-Then; non-Fiction to Fiction; Fiction to non-Fiction; poems to narratives, etc)
- Encourages students to identify main idea, cause & effect relationships, theme, & main characters
- Practices skills of sequencing, generalizing, and making inferences